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ABSTRACT

The paper is intended to provide resource information and an annotated bibliography on psychological theories and counseling techniques specifically written for outdoor educators, to stimulate research on the subject, and to stimulate outdoor leaders to make themselves aware of various options for solving interpersonal problems that might occur in an outdoor setting. The paper provides basic information for eight psychological theories and counseling techniques: Reality Therapy, Rational-Emotive Therapy, Transactional Analysis, Person-Centered Therapy, Gestalt Therapy, Assertion-Structured Therapy, Human Potential, and Behavior Counseling. For each, the paper includes an overview, a list of possible uses by outdoor leaders, and a list of references. In addition, the paper provides an annotated bibliography of 48 articles and books in 7 categories: counseling techniques, groups, leadership, motivation and discipline, personal development, stress and fear, and counseling theories. Author's name, title, publication data, and annotation are included for each entry. (SB)

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# A BRIEF REVIEW OF PSYCHOLOGICAL THEORIES AND COUNSELING TECHNIQUES FOR OUTDOOR LEADERS

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I. Introduction

Many problems can confront an outdoor leader, such as the following two situations. Read them and ther decide which way you think you would respond to the problem.

Case #1

(Somewhere in the Rocky Mountains)

"But I don't want to wash the dishes!"

"Bill, you haven't helped prepare any meals or helped clean up afterwards yet on this trip. We all have to pitch in and help do the chores. It's time you helped."

"I don't care. I don't do the dishes at home and I'm not going to now. I came on this backpacking trip to get away from home and to have a good time. I'm NOT going to do any stupid dishes, and you can't make me!"

As an outdoor leader, how would you respond to this situations?

Use peer pressure on the person?

Stop giving them any more food until they cooperate?

Ask them what is "really" troubling them?

Ask them why not?

Beg them to do the dishes?

Bribe them?

Assign them other chores?

Yell at them?

Try to physically force them to do it?

Tell them to quit being so childish and act like an adult?

Say to hell with him and ignore the problem?

Case #2

(A girl is "stuck" on a rockface in the middle of a climb--)

"I can't move!"

As an outdoor leader, what would you do?

Do you tell her she is having irrational thoughts?

Do you tell her to relax by using deep breathing techniques?

Do you give her physical assistance?

Do you remind her of the contract she made with you before coming on the trip?

Do you respond empathically, "Oh, so you're afraid because you think you'll fall?"

Do you ask her what she is afraid of?

Do you nod your head?

Do you ask her when she'll be ready to move?

As an outdoor leader you could encounter problems like these. First aid and equipment problems are usually easier to handle - the problem is specific and requires a straightforward, standard response. But what do you do with a social, psychological or personality problem? This area of knowledge and experience is greatly lacking in our professional literature and our leadership training programs.

Groups venture into the outdoors on a large scale within education circles. These vary from youngsters to mature adults, delinquents, people with mental health problems, college students, handicapped people and the list goes on.

As adventure pursuits and outdoor education promotes a trusting relationship in often positive surroundings empathic relationships are usually developed. Because of this, and the successful application of other areas such as developing the potential of young people, there has been a growth in this field of education. Also, the development of recreation and the increase of leisure time for many people has enabled many more particirants to venture out.

The field of education through outdoor experience and adventure has been developing and expanding relentlessly over the past several decades. So extensive has been this expansion that it is of no surprise today to encounter vastly different types of groups using the wilderness and pursuing adventure activities to foster such positive personal developments as: increased positive self esteem; increasing group awareness; developing industrial-management skills; decreasing personal chemical dependency needs; developing self awareness; developing environmental awareness and values; developing specific outdoor skills, etc. Such groups can be as varied as teenage delinquents and older criminally inclined person; both mentally and physically handicapped and disabled groups; members of chemical dependent therapy groups; senior citizen programs; and elementary school children. The combination then of the types of groups using the outdoors and the reasons for this use are limitless. Herein lies one of the basic challenges caused by the expansion of this type of education - there has been a corresponding increase in the variety of problems facing the outdoor leader - problems ranging from the open defiance or runaway of a juvenile delinquent to the fears of a youngster on their first overnight campout.

This paper is the collective result of the members of a graduate level research course in experiential education, all of whom are outdoor leaders.

The topic was chosen by the participants because they perceived a lack of resource information on psychological theories and counseling techniques specifically written for people in outdoor leadership situations. We hope this paper provides a beginning towards the development of this type of awareness and training within the outdoor leadership field.

Rationale

The development of outdoor education has in the main been fairly methodical and carefully considered. Most aspects of involvement in this type of education have been developed through the realization that anything which is as contrary to mainstream education as adventure education needs every backing it can possibly have if it is to gain educational credence and recognition. The aims, values, and positive aspects of personal growth have all been expounded at length. The skills and technical knowledge needed to overcome the necessarily included dangers have been identified and insisted upon. Equipment has developed correspondingly as production has answered the call for better, safer and more available outdoor gear. All basic aspects of outdoor education have been analyzed, difficulties have been eliminated or rationally kept, safety and adventure have been met head on with suitable educationally acceptable compromises being reached. All this has occurred in order for outdoor adventure education to gain recognition within education. However, one aspect of development seems to have been lagging behind. This is in the solving of the numerous variety of interpersonal problems which are - through this recent expansion - likely to face today's outdoor leader. It is all too often assumed the leader will be able to "handle the situation;" that his experience in the outdoors will see him through. Unfortunately, for a number of reasons - not least of which is the increasing number of

participants who have no desire to be there - this is not always the case. Interpersonal problem solving then is an area of outdoor education which needs careful analysis if it is to maintain pace with the recent expansions occurring in this field.

What is the necessary counseling/psychology background needed for an outdoor group leader? What type of information is needed during a highly intensive staff training at a camp to produce a successful camping experience for everyone? What is the best response to a person who is frightened on a rock climb? How does one gain group cohesion and comraderie at a level conducive to optimal productivity and individual satisfaction on a lengthy backcountry trip? What qualities make up a good leader?

These are a few of the questions which seem to be in need of answers in our gradually evolving field of outdoor adventure and experiential education.

In order to maximize the potential for peak experiences or experiences which are at least of maximum benefit and minimal frustration, unhappiness or harm, it seems that there must be, in addition to knowledge of skills on the part of a leader, a certain knowledge of interpersonal relationships and techniques to promote group and individual harmony. This knowledge may be as important as rock climbing, mountaineering or canoeing skills to the overall outcome of an adventure.

The analyzing of various interpersonal problem solving techniques is not as easy as at first seems to be the case. The basic draw-back is that there is no one answer or one approach to all situations, and even more importantly, there is no one perfect approach to a specific situation. Just as teaching styles and learning styles differ, so do problem causes and acceptable solutions differ between group members, and between group members and their leader. All approaches should be relevant to time, place

and personalities involved. All we can do, therefore, is supply the prospective outdoor leader with a variety of techniques, ideas and approaches upon which he is able to fall back during times when problems arise. This system should be built carefully and specifically to each individual's particular personality. If then, on attempting one approach, failure is experienced, a different and perhaps more successful approach may be utilized.

The elements which comprise such a system are threefold: First, the basic psychological theories and counseling strategies underlying each approach will be reviewed, and their relevance to the outdoor situation will be examined. Numerous such strategies now exist in the field of interpersonal helping, and it is felt only a few have particular relevance to the outdoors. Psychoanalysis, Family Therapy, Psychodrama, and Experiential Psychotherapy do not appear to be of practical value in our specific situation - therefore we have covered only those counseling theories which are felt to be of particular interest or relevance.

Second, we have attempted to cover various areas of outdoor education which should assist in the elimination of prospective problems. It was felt that knowledge of such topics as fear, stress, adventure threshold, discipline, and group dynamics would be of value in assisting in the creation of a problem-free atmosphere.

Third, the basic and specific elements in solving all interpersonal problems will be analyzed. There are certain basic elements which are common to all areas of problem-solving, and the awareness and development of a variety of interpersonal skills will be of immense value to the outdoor leader. Such topics as problem solving, communications, confrontations, debriefing, and conflict management will be covered in the hope that when interpersonal problems do arise they do not lead to a complete breakdown

which could occur if the leader does not have these options immediately available.

Purpose of This Paper

The purpose of this publication is to fill the void in the developing field of outdoor experiential education left by ignoring that aspect dealing specifically with interpersonal problems. We hope to supply the prospective leader with a sound background knowledge in this area aimed first at establishing an atmosphere which is conducive to the non-arousal of problems, and secondly, supply a wealth of ideas and alternatives which could facilitate rapid solving of problems when they arise. Once again, it is worth repeating, that there are no hard and fast rules in this area. It is up to the outdoor leader to decide for himself those approaches which will be of use and those which can be rejected as being unsuitable to his or her personality. What we hope to have provided is a sufficiently in-depth analysis to supply every prospective leader with some valuable additions to his system of problem solving techniques.

The purpose of this paper is four-fold:

(1) To provide an overview of several psychological theories (Reality Therapy, Rational-Emotive Therapy, Gestalt, Behavioral, Person-Centered, Transcational Analysis, and Human Potential), to give suggested tips for outdoor leaders on how to use each theory in practice out of doors, and to provide a suggested list of related references on each theory:

(2) To provide an annotated bibliography of references which furnish information on counseling techniques and practical suggestions for their use. Ideas covered include: Conflict and conflict management, resistance, peak experiences, maintaining personal energy, group dynamics, discipline, motivation, leadership, leaderless groups, stress, fear, interpersonal

communication, small group counseling, camp counseling, and learning;

(3) To stimulate outdoor leaders to think about potential problems of this type, and to make them aware of the various options available to them in finding appropriate solutions. Having a variety of problem-solving techniques available immediately to them is a necessary ingredient in a well-rounded group leader;

(4) To stimulate other professional outdoor leaders to contribute to this body of knowledge by publishing their thoughts, experiences and feelings on this topic.

In the hopes of providing an initial "jumping off" place for those just beginning in the field or to those whose background has been more intensively skill-oriented, we have put together this annotated bibliography. We realize this is hardly a comprehensive bibliography, but it is a start at mapping heretofore unconsolidated territory. The authors enjoyed their research, had lots of lively discussions centered around "what if?" questions, and hope that others may follow in developing classes to better address similar issues and reviewing other related information.

## II. REWIEW OF PSYCHOLOGICAL THEORIES

### REALITY THERAPY

Overview

Reality Therapy is a psychotherapy which focuses on the present and on behavior. By means of a series of theoretical principles the therapist helps the individual to see himself accurately, to understand and face reality, and to accept his own personal responsibility to fulfill his needs. Groups may be helped to gain a success identity for themselves or to help others toward it.

The eight guiding principles are:

(1) The relationship between patient and therapist must be personal - the therapist communicates that he cares about the patient, he shows warmth, understanding and concern.. He is willing to discuss his own experiences, thoughts and beliefs.

(2) Treatment focuses on present behavior rather than emotions, because only behavior can be consciously changed.

(3) Treatment focuses on the present, on what the individual is doing in his life now, and his present attempts to succeed.

(4) The individual must make a value judgement about what he is doing that is contributing to his failure.

(5) The individual is assisted in developing a realistic plan to alter his behavior and to plan a better course. The plan is usually put in writing. These plans are not absolute, but are seen as one way of demonstrating multiple alternatives. If the plan does not succeed a new one is immediately established.

(6) He must commit himself to the choice - this commitment works best at first if done with another person, rather than with himself.

(7) No excuse is accepted for not following through. The therapist, in a non-judgemental manner, helps the individual to develop a new plan rather than focusing on the reasons the old one failed.

(8) The therapist eliminates punishment (which would reinforce a failure identity), and instead invokes discipline.

The anticipated end result of Reality Therapy is that the individual learns to accept responsibility for his own behavior and to plan for and change his behavior. This results in a success identity, which includes maturity, respect, self-worth and love.

Possible Uses of Reality Therapy by Outdoor Leaders

Reality Therapy can be a valuable method for preventing and solving some problems encountered by outdoor leaders. Below are listed some examples in which a Reality Therapy approach would be beneficial:

A. An individual encounters his physical or mental limits before reaching a planned goal.

B. A group divides into two mutually exclusive camps, yet must continue on together.

C. An individual rebels against the group, yet wants to continue with them.

D. A group is disappointed in the process or content of an outing, and desires a change in program planning.

E. When group members are not acting responsible for equipment or camp chores.

F. When working with juvenile delinquents the leader can use nature as the teacher/therapist in order to facilitate learnings or behavior change.

G. The leader can arrange for behavior contracts and a system of agreed upon penalties before leaving on an outing.

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## RATIONAL-EMOTIVE THERAPY

Overview

Rational-Emotive Therapy is a theory of personality and a method of psychotherapy which includes a large variety of cognitive, emotive and behavior therapy methods. It is based on a theory of emotional health and disturbance: Regardless of the genetic and environmental influence, the main reason people over-react or under-react to obnoxious stimuli is because they now have some dogmatic, irrational, unexamined beliefs, which unknowingly "cause" dysfunctional emotional consequences (such as sadness, shame, regret, frustration, annoyance, guilt, anxiety, depression, rage, worthlessness, inferiority, hopelessness). RET helps the individual to observe, to understand, and persistently to attack his irrational, grandiose, perfectionistic "shoulds, oughts and musts." It uses the scientific method to encourage people to surrender magic and absolutes, to teach themselves rational beliefs and behavior, and to practice the philosophy of desiring rather than demanding. RET is highly cognitive, active-directive, homework assigning, and discipline oriented.

## Uses of Rational-Emotive Therapy by Outdoor Leaders

Rational-Emotive Therapy can be used by outdoor leaders when they encounter individuals in their group who show emotional or behavioral disturbance and who attempt to blame it on the experienced activities. The leader can use either individual or group methods in treating the problem.

Example Situations:

1) An individual is angry that he has to help in meal preparation and clean-up.
2) An individual becomes depressed after failing to accomplish a task (such as rock climbing).
3) An individual is frustrated because he can't perform a new skill as well as the instructor.
4) A group member can't sleep at night and appears to be afraid of the dark or afraid of imaginary snakes or bears hurting him.

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Humanistic Psychotherapy: The Rational-Emotive Approach, Albert Ellis, Julian Press and McGraw-Hill Paperbacks, 1973.

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A Rational Counseling Primer, H.S. Young, Institute for Rational Living, New York, 1974.

## TRANSACTIONAL ANALYSIS

### Overview

Transactional Analysis (T.A.) is a counseling strategy which has its basis in three aspects of existentialism (Sartre 1947):

1. People are born O.K.
2. People in difficulty are fully human.
3. All difficulties are curable, and we have the power to control our behavior.

Transaction Analysis is a rational approach to counseling which focuses on the behavioral aspect of human development, and stems from a basic confidence in all people. Both rationality and Counselor/Client equality are involved in the theory. As opposed to the confusing psychological jargon once used, a simple understandable language has been substituted.

Eric Berne (the developer) believes the human has psychological needs over and above the basic physiological needs. These are:

Stimulus Needs: Bodies die unless touched; this survival need is transmitted in the need to be acknowledged as an adult.

Structure Needs: We need ways in which to structure the time between birth and death. We need to have something to do. This structure need results

in the following continum from minimum to maximum involvement with others: Withdrawal Rituals Activities "Games" Intimacy.

Position Needs: The Child within the first five years of life decides both his own life position and that of others. He decides that either (s)he's O.K. or Not O.K. and judges others similarly. Thus he generally adopts any one of four life positions: I'm O.K./You're O.K.; I'm O.K./You're Not O.K.; I'm Not O.K./You're O.K.; I'm Not O.K./You're Not O.K.

These positions are taken in regard to the treatment or recognition the child receives from others. Once (s)he has established this position a person needs to have it confirmed, and will perform certain maneuvers ("games"), in order to achieve this confirmation. From these life positions a whole life-script is developed and acted out as if the individual was a film/stage-character.

Transactional Analysis - the term itself comes from the basic concept of analysing communications, the basic unit of which is a "transaction." This analysis has four distinct steps:

1. Structure Analysis: Berne purports three distinct sides to the personality.

Parent: behavior learned from parents - prejudicial and/or protective

Adult: behavior oriented towards reality - computing and/or deciding

Child: behavior based upon early childhood memories - enjoying and/or discovering, etc.

The first step is analyzing which ego state is involved in each transaction.

2. Transaction Analysis: The analysis of each unit of communication: were they sincere, at which Ego State were they aimed, etc.

3. Games Analysis: An analysis of the ulterior communications indulged in to gain familiar strokes.

4. Script Analysis: An analysis of the decisions made in childhood, about their lives.

In therapy this form of counseling centers around groups, is very behaviorally oriented and is usually contractural: therapy ceasing upon fulfillment thereof, or a new contract being established.

Uses of T.A. by Outdoor Leaders

The difficulty with T.A. and its use in the outdoors is that the whole concept is basically a sharing experience on an equal footing. In a situation where time or safety are involved, one might not be able to give the required time to use this approach. If one feels an hour or two instruction in the basics of T A. are justified then I'm sure great rewards may be gleaned from this during times when a student doesn't "come-on" constructively. This process may be particularly valuable with special populations and useless with "Normals."

Other than this an awareness of T.A. is an incredible asset to the outdoor leader. Being aware of what ego is involved in a particular transaction, and being able, trhough transactional manipulation to encourage a more productive type of communication is a skill useful to all.

T.A. also helps to create self awareness, and what type of communication elicites what type of response is very helpful knowledge. Being able to control our response through "turning-on" our adult is a further skill vital to effective and productive interpersonal communications.

Spotting games and helping prevent them may also be of some use in certain destructive situations.

Perhaps most importantly the awareness of destructive life styles and scripts is of extreme importance in the outdoors, particularly in regard to a self-fulfilling prophesy in relation to low self-esteem. The ability to reverse this trend and to aim students in the direction which ceases to reinforce failure is a skill which is almost vital for success in Outdoor Education.

Reference

Born to Win: Transactional Analysis with Gestalt Experiments, James, Muriel & Jongeward, Reading, Massachusetts: Addison-Wesley Publishing Company, 1971.

## PERSON-CENTERED THERAPY

Overview

Person-centered therapy centers around the hypothesis that the growth potential of any individual will tend to be released in a relationship in which the helping person is experiencing and communicating realness (congruence), caring (empathy), and a deeply sensitive nonjudgemental understanding (positive regard). The task of the therapist is to facilitate the client's awareness of and trust in his own actualizing processes. It is the client's own inner experience which dictates the pace and direction of the therapeutic relationship. The therapist follows the lead of the client and attempts to read any underlying meanings, to make them apparent to the client, and to help clarify them for him. This allows the client to come to a better understanding of himself, and thus, to initiate and desired change in his life. The therapist takes a non-directive approach. His main concern is to create the optimal climate in which the client can allow his own growth to unfold.

Uses of Person-Centered Therapy for Outdoor Leaders

Outdoor leaders can use person-centered therapy to help those who find it difficult to identify their own thoughts and feelings. This can be done in individual therapy or in small groups. The leader does not need advanced study in this theory to understand it, but the three qualities of congruence, empathy and positive regard are seen to be very hard to attain and maintain. However, when problems arise on outings, leaders are advised to use this technique in order to ascertain clearly how others see the problem. Trying to solve the problem just from their own point of view may be detrimental to the situation. A person-centered approach may be the best technique when dealing with emotional problems on an outing.

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GESTALT THERAPY

Overview

Gestalt psychology is based on the view of life as an integrated whole. Sometimes this whole becomes fragmented for the individual, and various parts need reintegration. Thus, therapy is concerned with the meaningful integration of the parts to produce the "gestalt." In order to achieve this "gestalt," one needs to be in contact with his present experience and

feelings. Elements of figure (outstanding) and ground (context) within this environment are important to developing one's awareness. The crux of treatment involves the interaction of these figure and ground elements in a harmonious and flexible manner so as to produce a fully functioning individual.

Gestalt therapy, as described by Frederick Perls, Ralph R. Hefferline and Paul Goodman in Gestalt Therapy (New York: Julian Press, 1951) has a psychoanalytic basis in which repressed material and the reason for such repression are brought to the individual's attention to create a new awareness. This awareness is brought about through a non-threatening approach without demand or coercion to change, as it is felt that such attempts may be damaging as well as probably being futile. The therapist leads the client to attend to different facets of himself and his environment allowing the client new ways of being in contact with reality. Some methods employed in Gestalt therapy include:

1. Staying in the continuum of awareness and reporting one's experience of the present.
2. Role playing or enactment
3. Reversal, taking sides
4. The hot seat
5. The use of "I" language
6. Playing the projection
7. Finishing unfinished business
8. Exaggeration
9. Allowing the client to withdraw to a "safe" place
10. Feeding a sentence
11. Focus in dreams

Uses of Gestalt Therapy for Outdoor Leaders

1. May be used for centering, getting person more in touch with himself or providing "safe" place in a fear producing situation.
2. Needs to be used with someone with the ability to think logically and reason.
3. May be used as part of preparatory exercise and then later re-introduced in a stressful situation to help defuse tension.
4. For those having relationship problems it may open up new methods of approach and relating.
5. To help get in touch with body, its functioning, feelings in a personally meaningful way ... may create an awareness of body image helpful in outdoor activities and challenges.
6. May be used to aid in relaxation.

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## ASSERTION-STRUCTURED THERAPY

Overview

E. Lakin Phillips has developed a theory he calls the "interference" theory from which he has developed assertion-structured therapy. According to this

theory. each person's life is based on assumptions or assertions by which he lives. If an individual's assumptions are confirmed, his life moves along well, he wins. If his assumptions about life are disconfirmed, his life is in a state of bedlam and he may become neurotic, or he loses. A person with a strong assertion continues on, in a redundant manner on a pathway to defeat and failure. The therapy aims at teaching the client new and more realistic assumptions which will hopefully have more success at being confirmed, and, thus, will change the client's life and view of himself. The therapy aims at decreasing conflict and tension between the client and his environment. If the conflict is not resolved, redundancy of behavior results along with a narrowing of the client's problem-solving potential. The therapist thus needs to interfere, however necessary, in order to teach substitute patterns of behavior.

Uses of Assertion-Structured Therapy by Outdoor Leaders

1. The leader/therapist acts as a model of new and different behaviors, i.e., skills, group interaction and problem-solving, personal orientation and personality to assist members in changing and modeling new assumptions.
2. For assisting in settling disputes of organization - need to clarify assumptions and work towards goals.
3. To model or suggest new foot or hand holds when climbing, better methods of packing and/or carrying supplies and equipment, other new skills.
4. To model communicative skills, i.e., active listening, feedback, timing.
5. To model or communicate a new method of response to a fear-producing situation.
6. To model planning behavior and technique.

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## HUMAN POTENTIAL

Overview

Human Potential (HP) is not recognized as a psychotherapy by its advocates, but is seen as more of a wide-ranging educational approach which uses many methods and techniques to help people maximize their personal potential. The HP movement is designed to help "normal" people who already function well in society, but who are dissatisfied with themselves or their life. The HP approach develops emotions, sensations, physical expression, creativity, ideas, values, actions, mystical capacities, and any other human function deemed necessary. Some methods used by HP leaders include: Encounter groups, acupuncture, psychedelic drugs, sensory awakening, Hatha Yoga, biofeedback, behavior therapy, altered life-styles, meditation, parapsychology, hypnosis, role playing, Gestalt, creative problem solving, massage, using peak experiences, awareness of life force, primal therapy, role-construct therapy, synectics, self-image, and social restructuring. Each of these methods can be used individually, but the HP movement has evolved a special format to provide many of them together, in the form of growth centers.

In Human Potential theory the individual is responsible for evaluating his own needs and then deciding what form of therapy or education he wishes to pursue. The growth center allows him to attend weekend workshops with a variety of methods, or he can live at or near the growth center for extended periods of time. This allows him to come and go to sessions as he chooses, and to be

with others like himself who are going through the difficulties, fears and setbacks involved in personal growth and transcendence.

Since the HP movement does not treat problems it centers on the cultivation of particular capacities. Fifteen human capacities which HP leaders work on have been identified:

1. Sensory awareness (on inner stimuli)
2. Perceiving the environment
3. Moving in space
4. Emotional expression
5. Visualization and imagination
6. Empathy
7. Paranormal abilities
8. Creative expression
9. Intelligence
10. Ethical values
11. Concentration and will power
12. Meditation
13. Role behavior
14. Conditioning
15. Environmental reorganization

The HP movement is an eclectic school of thought which is dissatisfied with the traditional forms of psychotherapy such as behaviorism, classical learning theory, Freudian psychoanalysis with it's emphasis on the unconscious determinants of behavior and pessimistic view of life. HP emphasizes self responsibility, free choice, and the continuous development of positive human capabilities.

## Uses of Human Potential by Outdoor Leaders

Many people become outdoor leaders because of some very positive personal experience they have had. Outdoor experiences usually involve challenge, risk, cooperation, heightened awareness, novelty, pleasure, personal growth, and many internal rewards. As a result, people wish to share these experiences and rewards with others, believing it to be a positive form of education or therapy. HP methods offer outdoor leaders the chance to apply a variety of change strategies with their students:

1. Letting go
2. Concretizing
3. Variation of a significant element
4. Communications
5. Redistribution of energy
6. Increasing personal involvement
7. Manipulation
8. Testing the limits
9. Merging with a larger collectivity
10. Controlling attention
11. Problem solving
12. Enhancing creativity
13. Alternation of self-image
14. Environmental reorganization

Some leaders work on these strategies consciously and forthrightly, others work on them quietly, and others do it unconsciously. Growth centers are often outdoor oriented and are a good place to learn outdoor leadership methods and techniques (and a potential place for employment).

Outdoor leaders who seek to work on personal development with their clients should consider what it is they wish to accomplish, and the strategies they will need to employ. In high risk activities (such as rock climbing) the leader seeks to develop in the group members the characteristics of sensory awareness, perceiving the environment, moving in space, emotional expression, intelligence, concentration and will power. These characteristics can be developed through the strategies of: Letting go, concretizing, communications, redistribution of energy, increasing personal involvement, testing the limits, controlling attention, problem solving, enhancing creativity, and alteration of self image.

Many outdoor leaders seek to enhance personal change through direct physical and social experiences and problem solving, combined with verbal evaluations and assessments. These are good methods, but may be too restrictive for the needs of some group members. Outdoor leaders would be advised to consider using the many other methods advocated by HP leaders.

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## BEHAVIORAL COUNSELING

### Overview

This is seen as a relearning situation. Human behavior is originally neither good nor bad, but interacting with the environment, significant others and experience results in a particular behavior type.

Learning can be established by conditional responses but more frequently human behavior is established by operant conditioning, spontaneous behavior that results in the satisfaction of some need. Modeling is a more basic mode of learning. Counselors usually use these modes of learning/teaching in some combination.

Reinforcement of behavior can be positive or negative, for example - praise, money, affection, scolding or disapproval.

An empathic relationship is essential; the specific concerns and techniques are outlined. Mutually accepted goals are set, these are important as they direct learning activity.

Strategies used are relaxation by eliminating muscular tension, desensitization, ranking several anxiety producing situations starting with the least anxiety producing and being reinforced by the relaxation process.

Assertiveness training is used, the client is encouraged to be more revealing and with reinforcement and shaping the appropriate assertive responses can be practiced; the feedback from others serving as a positive reinforcer for this new behavior reducing feelings of anxiety and inadequacy.

Observable behavior is the key issue in this approach, the past is not important as stimuli for probelmatical behavior is occurring in the present.

## Possible Uses of Behavioral Counseling by Outdoor Leaders

A. Courses taken in the new environment of the outdoors; instructors acting as significant others; new skills and new experiences affect the individual.

B. Instructors acting as role models.

C. Operant conditioning by success from activities which should be programmed to enable success which is nearly always possible as there are ladders of progress in all the activities.

D. Empathic relationships can develop as many of the situations are trusting situations.

E. Anxieties can be replaced with a different kind of positive stress. Participating in the exercise of the activities can relieve muscular tension and with success and reinforcement can desensitize participants.

F. Increased confidence could enable increased assertiveness.

## References


Gagne, R. M. "Defining Objectives for Six Varieties of Learning." Washington, D.C.: American Educational Research Association, 1971a. (Cassette tape)

Mager, R. F. Preparing Instructional Objectives. Belmont, Calif: Fearon Publishing, Inc., 1962.

Skinner, B. F. The Technology of Teaching, Appleton-Century-Crofts, NY, 1968.

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Wolfe, J. P. The Practice of Behavior Therapy, NY: Pergamon, 1969.

## III. ANNOTATED BIBLIOGRAPHY

### Counseling Techniques

1. Bunting, Camile, "Wilderness Learning and Higher Education," The Physical Educator, Vol. 37, No. 4, pp. 172-175.

This article uses Abraham Maslow's self-actualization hierarchy as the rationale for a Wilderness Learning Experience of 2-4 weeks. The experience combines skills development, physical challenge, stress experiences, problem solving, self-actualization, reflection and evaluation as goals for achieving personal growth. Challenges are sequential in nature and designed to be successfully completed. The author feels that this is an important type of program worth consideration if one is interested in the development of the total person.

This article provides a good basis for the development of programs concerned with self-actualization in the individual in a wilderness setting. Some of the ideas presented could easily be molded to fit another program with a slightly different emphasis in another setting. The concepts appear useful when combined with the ideals of self-development and increasing self-esteem which are so often associated with outdoor, experiential, and adventure programming. Maslow's theory appears to give greater depth to the whys and wherefores of adventure programs.

2. Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self Actualization. 2nd Edition, Englewood Cliffs, NJ: Prentice-Hall, 1981.

This is really a book on effective communication...of both saying what you want to say in the way you want to say it, and also of being able to communicate a feeling of warmth, acceptance and empathy in the communicative process. The book has excellent value for anyone involved in any form of counseling and is particularly relevant to the outdoor leader owing to the vast number of experiential type exercises which are included.

Of particular relevance are the sections on feedback: the eight steps to effective feedback; trust; the effective ways to encourage further communication; paraphrasing and probing rather than evaluating and interpreting; conflict; defining, resolving and managing interpersonal confrontations; the expression of anger, stress and feelings through carefully worded expression and nonverbal communication.

3. Morton, Judy Corey & Blair, D. M., "Encouraging Others to Change Their Behavior" from The Annual Handbook for Group Facilitators, 1979, pp. 123-127.

The article defines intervention as the process by which a person enters a situation to assist in changing behavior. "Must" interventions are explained as ones which are imperative. "Can" interventions are used to help the person or situation.

Strategies are given for the intervenor and helpful hints, as attempting

to change behavior is stressful for both parties. Guidelines for the intervention follow.

If done appropriately, intervening can result in behavior change and a deepening of the relationship between the intervenor and the other person.

Practice activities are suggested to apply the model to actual situations.

Application to the Outdoor Situation:

A. "Must" interventions requiring "commands" are often necessary if the situation is dangerous.
B. "Can" interventions could be used to affect "Expedition Behavior." This could be an invaluable skill for a leader taking groups in stressful situations.

4. Simon, Sidney B., Howe, Leland & Kirschenbaum, Howard, Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., Inc., 1972.

Seventy-nine strategies are provided within this book for promoting the process of valuing and values clarification. Despite controversy over which values are promoted through these strategies, a thoughtful leader can certainly use them to develop some intense and illuminating discussions. The techniques may be applied to environmental issues, individual development and growth, development of group cohesion, survival issues, development of political beliefs, individual relationships, and goal setting. Some of these activities might be especially good to use as ice breakers and personal values clarification activities for new staff at a camp or for groups at the beginning of a lengthy outdoor adventure. Values clarification within groups may help to ease tensions by promotion discussion and may help to encourage individual flexibility or change by allowing each person to see the view of others and thus view the world somewhat differently himself. Group leaders might also find this resource stimulating in developing their own value activities, specific to their own needs.

5. Lowry, Thomas Pouler (ed.), Camping Therapy: Its Uses in Psychiatry and Rehabilitation. Springfield, Illinois: Charles C. Thomas, 1974.

If you are interested in the benefits of camping for mentally ill patients, schizophrenics, psychotic or chronic patients, the mentally retarded, depressed, juvenile delinquents or "normal" individuals, this book contains a potpourri of information within its seventeen articles. The discussions are diverse with some insights into planning, philosophy, goals, incentives, rewards, benefits, staffing, dealing with fear, anxiety, guilt and manipulative behavior, activities, group cohesion or lack of, and a wide range of specific problems. So, if you're into troubleshooting, this might be a pertinent resource. In the camping experiences discussed, some individuals showed improvement while others were intolerant of the program. Chapter titles include:

1. Camping Experience and the Unconscious
2. Early Forms of Camping in American Mental Hospitals

3. Camping Therapy in the Commonwealth of Massachusetts
4. Adventure Camping at Oregon State Hospital
5. Staff Attitude Change in Camping Therapy with Chronic Patients
6. Some Camping Therapy Programs in Indiana and Texas
7. Therapeutic Camping for Maryland's Chronic Mental Patients
8. Camping at a Short Term Private Psychiatric Hospital
9. Camping at a Psychiatric Day Center
10. Program Themes at a Psychiatric Day Camp
11. Camps as Mental Health Institutions
12. Psychopathic Risks of Camp Life
13. Unregimented Camps for Problem Children
14. Camping for Teenage Psychiatric Hospital Patients
15. Trail Camping for Delinquents
16. Therapeutic Camping for Emotionally Disturbed Adolescents
17. Retarded Children at Camp with Normal Children

6. Egan, Gerald. The Skilled Helper, A Model for Systematic Helping and Interpersonal Relating. Monterey, Calif: Brooks/Cole Publishing Co., 1975. 258 pages

This is a book on counseling techniques designed for training counseling psychologists. It is an excellent approach to counseling with problem solving as a goal. Egan delineates step by step stages to defining the problem and reaching a goal. The skills taught in the book on active listening and feedback are readily applied to everyday life and interpersonal relating. The skills in this book are excellent for anyone in a people-related field to master.

7. Bagby, Susan Ann. Outdoor Adventure Education and Juvenile Delinquents. ERIC/CRESS Outdoor Education Mini Review. ERIC/CRESS Clearinghouse on Rural Education and Small Schools, Box 3AP, New Mexico State University, Las Cruces, NM

This is a facinating five page article suggesting an alternative treatment for juvenile delinquents. The article opens with a broad protrayal of the delinquents personality and character. Adventure education is then defined and a broad general description of program characteristics discussed. The bulk of the article deals with the value of adventure education for juvenile delinquents. In the course of his few weeks in the program, a juvenile delinquent can experiment with new behavior and can learn its value and begin to internalize it. The delinquent must learn to rely on others and have others rely on him. Success in solving problems during the course make the delinquent more willing to attack his problems at home and take responsibility for solving them. The article ends by citing documented studies on the effect of adventure education on the delinquent. The results are extremely favorable based on attitudinal testing, observation and follow-up monitoring.

This article indicates a tremendous potential for an alternative treatment of juvenile delinquents.

An address is also given for receiving a list of adventure education programs available.

8 "Learning to Believe in Yourself," Wilderness School Instructor Manual. C.J.A. Haddam, CT. 1980.

This Wilderness School Instructor's Manual gives all aspects of the school's safety, philosophy, operations and the responsibilities expected of their employees.

"Graduated Challenges, where successively difficult challenges are employed to (1) establish a pattern of success and (2) require continually increasing effort and related feelings of accomplishment."

The Wilderness School is an adapted Outward Bound program for youthful offenders which is run on the basis of reality therapy and as such is an extremely useful publication. There are ideas on iniatives to develop group cohesion, build trust, etc. Some of the advice offered is aimed at specific incidents which may be encountered.

9. North Carolina Outward Bound School. Instructor's Handbook. pp. 10-26.

The relevant section of this book deals with certain general counseling principles such as feedback, reality therapy and listening skills. There are also accurate analysis of group dynamics, the learning process, motivation, etc. Perhaps most useful to the prospective outdoor leader and counselor there is a section on possible approaches which may be adopted in dealing with delinquents and a section on recommended approaches to solving problems which can be adopted to almost any problematic situation.

10. Jones, John E. "How to Maintain Personal Energy," The 1979 Annual Handbook for Group Coordinators, pp. 113-116.

This article was written from the management point of view but has relevance to extended trips in the outdoors. The manager or leader needs to know how to maintain personal enthusiasm and energy.

De-energising methods: Concentrating on the worst, 'us again them', and moaning and groaning, reinforcing dejection and blaming other people - doesn't make thigs better. Focusing on the 'good old days' loses energy needed to deal with the present.

Focusing energy positively: An energising effect is to focus on a better plane, think positively, not too grandly, but progress step by step.

Confronting one's problems and asserting oneself are important. In general it takes less energy to confront then not to confront. Focus on here and now. Take time for sufficient recreation - shutting off the motor sometimes is necessary. Self-disclosure and self analyses are sometimes good - look into things you don't comprehend; don't narrow your world.

Keep optimistic, energetic, effective and caring.

Usefulness to the Outdoors

A. On extended trips, personal energy often dissipates or is used negatively as in the de-energising methods above.

B. Focusing on positive thinking and the use of interpersonal communication skills with careful use of creation time can keep a group optimistic.
C. Role modeling by leaders and "psyching up" techniques are important.

11. Research in Outdoor Education: Summaries of Doctoral Studies. Washington, D.C. Publication of the Counsil on Outdoor Education (ARAPC) an Association of the American Alliance for Health, Physical Education and Recreation, Jan. 1978. Compiled by Malcolm Swan, et. al.

A summary of doctoral studies related to outdoor education citing those studies containing references to "Field Experience." This publication contains studies to the date of publications. A broadened perspective has been used in the selection of the dissertations to inlcude. The studies fall into generally five major categories: (1) proposals for new progam developments; (2) organization and administration; (3) historical analysis; (4) teacher education; and (5) evaluation. Each summary contains: (1) a brief statement of the problem; (2) the procedure followed; and (3) the results and conclusions. Each study includes an order number and can be purchased from the provided address.

## Groups

1. Johnson, David W. and Johnson, Frank P. Joining Together. Prentice-Hall, 1975.

This book is an introduction to group theory and skills. It provides both theories and practical group exercises in an integrated experiential approach to learning about the dynamics of small groups. The reader is provided with background facts and theories and is then asked to evaluate themself by means of short answer questions, multiple choice questions, ranking lists, problem solving, group leadership techniques and group process evaluations. Topics which are covered in depth include: Leadership, decision making, group goals, communication within groups, controversy and creativity, conflicts of interest, the use of power, cohesion and norms, problem solving, leading discussion groups, leading growth groups, and team building.

This is an excellent source of practical information and group dynamics techniques for small group leaders who prefer an experiential approach to learning. It does require a great deal of commitment on the part of the reader/leader to complete all of the exercises included.

2. Borman, Ernest G. and Nancy C., Effective Small Group Communication, 2nd Edition. Burgess Pub. Co., 1976.

This book contains research information, theoretical ideas, and practical tips for small group functioning and communication. The book is divided into four sections and covers the following topics:

Part I: Small Group Communication

The concept of communication styles
The styles of small group communication
Small group communication theory
The problem of effective message style communication
Communicating through meetings
Planning the meeting
Listening

Part II: The Dynamics of Good Groups

Definition of a work group
The proper size for good groups
Groups must socialize as well as work
Groups must work as well as socialize
Evaluating the work group
Cohesiveness, the key to successful work groups
Group process
Building cohesive groups
Seven concrete steps to greater cohesiveness for your work group
Building a positive social climate
Conflict management in the small group

Part III: Leadership

The role of the leader
The way leaders emerge
The lessons of leadership emergence
Seven concrete steps to natural leadership
Formal leadership
Techniques for leading the meeting

Part IV: The Task Dimension of Groups

An unrealistic picture of group work
A realistic picture of group work
Groups in an organizational context
Groups in other contexts

This book is of value to the outdoor leader who works with small groups for several days to weeks. It gives a good introduction to the complex topic of small group dynamics.

3. Luft, Joseph, Group Processes: An Introduction to Group Dynamics. National Press Books, Palo Alto, CA: 1970.

This broad based book on group dynamics has several chapters of relevance to outdoor leaders. Each leader will need to evaluate the information for his own personal use and application.

One of the most completely covered ideas is that of the Johari Window: a model of "open" and "blind" areas within a group and a consideration of the effects of these on the group. Process and content

group mind, dependence, independence and interdependence, stages of group development, individual versus group productivity, structure, conflict, tension, motivation and learning, role, role playing, morale, communication, listening, humor, rumor, leadership and power, the corrosive effect of authority, interaction patterns and metacommunication, disturbed communication and teaching are same of the areas discussed. Just giving thought to some of these issues before taking a group out might be productive and possibly useful.

One of the drawbacks of this book is that some areas are very scantily developed. However, there are many resources mentioned and there is a lengthy bibliography at the end of the book.

4. Petzold, Paul, "Expedition Behavior," Chapter 7, The Wilderness Handbook. W.W. Norton & Co., 1974

The development of conscious emotional control on trips and expeditions is recommended by Paul Petzold who maintains it is a teachable skill. As poor expedition behavior promotes failure and possible disaster, it is an indespensable skill.

"Good Expedition Behavior is an awareness of the relationship of individual to individual, individual to group, group to the individual, group to other groups, individual and group to the multiple users of the region, individual and group to administrative agencies and group to local populace."

Each aspect is dealt with in detail with useful ways of preventing negative behavior.

Application to the outdoors

A. All groups can suffer from interpersonal pressures, to be aware of them and consciously trying to avoid them can prevent negative experiences.

B. An awareness of the effect of a group on the environment protects for the future.

C. A respect for the local population is more likely to induce harmony in areas previously unused to the influx of recreationists.

5. Gibb, Jack R., Gibb, Lorraine M. "Leaderless Groups: Growth-Centered Values and Potentialities," from Ways of Growth, Herbert A. Otto and John Mann, eds. New York: Grossman Publishers, 1968, pp. 101-114.

In this article the authors describe the value of leaderless growth groups. They state that such groups attain and maintain states of creativity, excitement, depth of communication, and trust. The result of such experience is the development of greater self-awareness, self-evaluation, self-control, openness, personal freedom and success.

This article can be of value to the outdoor leader who is working with groups for extended periods of time, and which is concerned with growth or personal development.

6. ---- Educational Psychology, A Contemporary View. Del Mar, Calif: Ziff-Davis Publishing Co., 1973. 457 pages.

This book contains current information designed for teachers in a classroom setting. It has excellent information concerning children and the aspects of their development as individuals. Many of the described principles in the chapters on learning and group dynamics are especially applicable to outdoor leaders and an outdoor setting.

## Leadership

1. The Study of Leadership, C. G. Browne and Thomas S. Cohn (eds.), Interstate, 1958.

This book is a collection of 51 articles written by psychologists and sociologists which were selected on the basis that they make some singular or significant contribution to the area of leadership study. Sample topics include:

On defining leadership
Group emotion and leadership
Leadership membership and organization
Personal factors associated with leadership
The principles and traits of leadership
A study of the leadership process
Influence - a key to effective leadership
Measuring leadership ability
Selecting leaders on the basis of personality
"Laissez-Faire" or "anarchy" in leadership
Sharing leadership
The dynamics of power
Leadership, followership, and friendship
Leadership and change

This book is of value to those who are ready to look at leadership in detail and who can extrapolate theoretical ideas into a personally useful context.

2. Recreation Leadership, H. Dan Corbin, Prentice-Hall, third edition, 1970.

Chapter two, "Leadership Principles and Procedures," contains information on leadership, volunteer leadership, and the place of recreation leadership in today's society.

The author cites the following personality traits as most descriptive of an ideal recreation director:

1. Is a genuinely dependable and responsible person.
2. Is productive; gets things done.
3. Has a wide range of interest. (Superficiality or depth of interest is irrelevant here.)
4. Has warmth; has the capacity of close relationships; compassionate.

5. Tends to arouse liking and acceptance of people.
6. Is skilled in social techniques of imaginative play; pretending and humor.
7. Is calm and relaxed in manner.
8. Is socially perceptive of wide range of interpersonal cues.
9. Behaves in an ethically consistent manner; is consistent with own personal standards.
10. Appears straightforward, forthright, candid in dealing with others.
11. Emphasizes being with others; gregarious.
12. Able to see to the heart of important problems.
13. Has social poise and presence; appears socially at ease.

The following ten personal qualifications are listed as important in leadership work: (1) considerateness, (2) courage, (3) health, (4) intelligence, (5) leadership, (6) professional knowledge, (7) efficiency, (8) sociability, (9) judgement, and (10) dependability.

Also, 15 desirable personality characteristics of a successful leader are listed: (1) is fair and impartial, (2) plays no favorites, (3) has a good sense of humor, (4) plays and mingles with the group, (5) is interested in each child, (6) possesses a cheerful disposition, (7) is patient, (8) does not "fly off the handle," (9) praises good work, (10) encourages the slower ones, (11) dresses appropriately, (12) is always willing to help, (13) is punctual, (14) is courteous, (15) has varied interests.

The information on leadership characteristics in this book is very brief. This is a "how-to" book, with chapters on topics such as: safety and first-aid, arts and crafts, tournaments, audiovisual aids, dramatics, camping, swimming, etc. A good book for those new to the recreation leadership field.

3. "Leadership," Gene Fear, Surviving the Unexpected Wilderness Emergency, Survival Education Association, Tocoma, Washington, 1972, pp. 184-191.

This chapter itemizes the responsibilities of the leader who is very directive. It includes ideas on:

Organization of an outdoor party
- Leader
- Assistant leader
- Who can go
- Choosing the party

Leader's group equipment
Before leaving town
Before leaving the car
Leader's responsibilities on the trail
Leader's responsibilities at camp
Leader's responsibilities back at the car
Leader's responsibilities to the organization
Responsibilities of individual members of the hiking party
Recommended group equipment (leader's responsibility)
Recommended group shelter (leader's responsibility)
Recommended group first aid supplement kit (leader's responsibility)
Individual personal equipment
Personal survival kit

4. Mountaineering: The Freedom of the Hills, The Climbing Committee of the Mountaineers, The Mountaineers Pub. Co., third edition, Seattle, Wash., 1977.

This book on rock and ice climbing and glacier travel was written by a group of experienced mountaineers, is written in a relaxed, almost conversational style, and contains some valuable insights about leadership. Chapter 20, "Leadership and the Climbing Party," is a short, but good article for any trip leader to read. This chapter includes thoughts about groups and/vs. individuals, leadership characteristics (they recommend self-discipline, integrity, decisiveness, objectivity, adaptability, "character," intelligerce, accepts responsibility), climbing party strengths and weaknesses, trip planning and organization, safety factors, and becoming a leader.

5. The Wilderness Handbook, Paul Petzoldt, W.W. Norton & Co,. 1974.

Chapter 8, "Outdoor Leadership," is very brief, but contains good advise. Petzoldt discusses the value of both democratic and authoritative leadership, the qualities of leadership, leadership vs. skills ability, leader personality traits, and the duties of a leader. Many problems never arise if a good leader is present in a group and all outdoor leaders should read about, observe, practice and discuss the art of leadership.

6. Group Backpacking: A Leader's Manual, Chuck Gormley, Groupwork Today, South Plainfield, NH, 1979.

The introduction gives a brief discussion on leadership, emphasizing wilderness protection and visitor safety. The author then states eighteen general skills and personality traits needed by a good backpacking leader:

1. Planning expeditiously, but thoroughly, a group backpacking trip that is within cost, ability, and time limitations of the group.
2. Demonstrating and explaining to the group the skills and techniques needed to undertake a backpacking trip.
3. Recognizing the skill levels of each group member and helping each member gain those skills and techniques mentioned above at a rate that is comfortable for that person.
4. Communicating with each group member and the group as a whole in a manner which warrants their respect and camaraderie.
5. Relating to the group their impact upon the local environment.
6. Demonstrating and explaining proper environmental precautions and practices that should be exercised before, during and after all group activities.
7. Administering first aid properly.
8. Having the group react properly to an accident or other emergency situation.
9. Recognizing and safely avoiding or negotiating potential physical and climatic hazards.
10. Recognizing and properly responding to any physical or emotional distress experienced by group members.

11. Demonstrating and explaining necessary safety precautions when using and maintaining any and all equipment used on the trip.
12. Relating to the group members the dangers resulting from the misuse or abuse of any and all equipment used on the trip.
13. Demonstrating and explaining safety precautions and procedures associated with any and all skills, techniques, and activities expected of group members.
14. Relating to the group members the potential dangers resulting from the misuse or lack of use of such proper safety precautions and procedures.
15. Maintaining and having within the group's possession an adequate "group size" first aid kit.
16. Familiarity with the contents and use of the first aid kit mentioned above.
17. Gaining a reasonable knowledge of the physical and emotional limitations of each group member.
18. Accepting and positively reacting to constructive criticism, no matter what the source!

7. Langmuir, Eric. Mountain Leadership, Scottish Sports Council, Edinburgh, Scotland, 1973.

This book is a syllabus for assessment of British Mountain Leaders in both summer and winter. All aspects of safety in the mountains with parties from novice to experiences are covered. The book is a primer for Mountain Leadership Assessment. The main aims are to highlight the safety principles involved in taking parties of students on the mountain, However, care is taken to maintain a balance between risk, adventure and safety. The book illustrates the number and extent of skills which the instructor should have before allowing others to trust their lives to him.

8. Paulcke, Wilhelm and Dumler, Helmut. Hazards in Mountaineering. London: Kaye and Ward Ltd., 1973.

"It will be seen that mountaineering hazards cannot be regarded as isolated incidents as it is a fact that most climbing accidents are due to a combination effect of objective and subjective dangers. Accidents caused by pure objective hazards are comparatively rare."

This is an excellent book covering all aspects of the dangers which may be encountered in the mountains. Although such widely diverse aspects as weather, avalanche, and equipment are covered, the book falls short in its dealings involved with the psychological and personality characteristics involved with hazards. However, this is an excellent safety manual worthy of consideration purely and simply from this point of view.

9. Roscoe, Don T. Mountaineering - A Manual for Teachers and Instructors. London: Faber and Faber, 1976.

A very thorough book on all aspects of mountaineering instruction and teaching. Unfortunately there is little mention of philosophy of with most of the emphasis being on technical skills and progressive learning situations.

Although of little value from the counseling point of view, and although much of the work has a leaning towards work done in Britain, nevertheless the book has value. There is generally good illustration on methods for imparting skills to the beginner. The section on rock climbing explains methods for teaching in a steady progression from absolute beginner to prospective expert without extending the student too fast. It is also a helpful resource in assessing what the next stage should be for a particular individual or group of students.

10. Lyman, Thomas G. "Safety the Paramount Concern: Evaluating Outdoor Personnel," NASSP Bulletin. Vol. 65, No. 442, Feb., 1981, p. 31.

This article contains interesting and important information not often considered. Regardless of the nature or purpose of outdoor programs and courses, the ultimate success or failure of the experience they offer depends entirely on the quality, ability, judgement, experience and credibility of the instructors. Therefore, the evaluation and selection of instructors is of paramount concern. The article provides much insight into this concern, alerting administrators to the problems of unqualified leaders and how to recognize them. It also lists several recommendations and specific things to look for in potential instructors. This may also be beneficial to those seeking employment to create an awareness of what a potential employer would be looking for.

## Motivation and Discipline

1. Dinkmeyer, Don and Dreikurs, Rudolf. Encouraging Children to Learn: The Encouragement Process. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1963.

It is not enough that one wishes to encourage a child. Much needs to be known about the method and even more about the prerequisites to the achievement of encouragement.

A fascinating book giving a detailed description of the process involved in encouragement. An easily read book with obvious practical application.

2. Smith, Charles P. (Ed.) Achievement-Related Motives in Children. New York, NY: Russell Sage Foundation, 1969.

This book contains research projects that deal with how a child develops a desire to do well in activities he undertakes and how he becomes apprehensive about the possibility of doing poorly. New theories and methods of investigation concerning achievement motivation, anxiety about achievement, and expectancies of success and failure are described.

The book is very statistical and technical. It does however have good information and practical suggestions for motivating children.

3. Kagan, Jerome. Understanding Children, Behavior, Motives and Thought. New York, NY: Harcourt Brace Jovanovich, Inc., 1971.

This book contains two essays in which the reflections of a psychologist who is concerned with the frontier where psychology, education and the art of child-rearing meet. They are an attempt to translate current psychological knowledge about children into practical suggestions for those adults involved in a child's welfare.

The first part deals with behavior, identity, motives and the relationship between motives and behavior. The second essay, which is an analytic discussion of thought, defines the basic units and processes involved in cognition and argues that appreciation of these psychological qualities can aid the adult who works with children.

The book is easy to read with a minimum of technical jargon. It contains much practical information for understanding and ultimately dealing with children.

4. Winters, Stanly A. and Cox, Eunice (Eds.) Behavior Modification Techniques for the Special Educator. New York, NY: Arno Press, 1973.

Collection of articles.
Of special attention:

O'Leary, K. Daniel, et. al. The Effects of Loud and Soft Reprimands of the Behavior of Disruptive Students. Exceptional Children, 1970, Vol. 37, No. 2, pp. 145-155.

5. Swick, Kevin J. Disruptive Student Behavior in the Classroom. National Education Association. Washington, D.C., 1980.

A short but excellent and highly recommended book. Although specifically aimed at the classroom teacher, much of the information is adaptable to the outdoors. Of particular interest is the influence such things as malnutrition and lack of sleep (which may indeed be an issue in an outdoor setting) have on behavior. A book that is a must for anyone comtemplating entering education today.

6. Gordon, Dr. Thomas with Noel Burch. T.E.T. - Teacher Effectiveness Training. New York: Peter H. Wyden, 1974.

Although somewhat long-winded, and now somewhat old but not outdated, this book is again of excellent value. It contains almost every aspect of teaching/educating that is of importance. Much of the information contained is available elsewhere in separate books on discipline, management and/or communications, etc. However, in one book there is in this edition almost everything one would wish to know about teacher effectiveness. The emphasis is on teaching in the classroom. However, this is too good a book to be avoided by the outdoor leader simply for this reason. Much of what is proposed is easily adapted to the outdoor situation.

7. Gnagey, William J. The Psychology of Discipline in the Classroom. New York, NY: Macmillan Co., 1968.

Slightly out-dated book designed for teachers in a classroom setting. Most information is very good and easily applied to leaders in an outdoor setting. Contains excellent suggestions for control of group and individual behavior. Also deals with reactions of a group and of an individual to disciplinary action. Has definite concrete applications.

## Personal Development

1. Jourard, Sydney M. "Growing Awareness and the Awareness of Growth," from Ways of Growth: Approaches to Expanding Awareness. Otto, Herbert and Man, John (Eds.) New York, NY: Grossman Publishers, 1968. p. 144.

Jourard explores how experience changes one's self-concept. Challenge, fascination, total involvement are some of the modes which allow us to be unselfconscious and to experience outselves anew. Sydney imports the idea that one has to allow one's being to develop, it cannot be forced. In facing new experiences, one may need a teacher, partner or cohort. In life, one can never know the extent of his own or another's possibilities.

This philosophy of development is integral to the idea of self-development within any group and thus important in the minds of all who lead groups - whether outdoors or in. One really doesn't know where one will lead another or how another person will experience the same activity. Thus, there is always potential!

2. Miles, John C. "The Value of High Adventure Activities", Journal of Physical Education and Recreation, Vol. 49, No. 4, pp. 27-28.

Why do people take to the hills in pursuit of adventure activities? What is gained in an adventure experience? Spirits may be lifted to "peaks." One may experience the thrill of attempting to be in control while running the whitewater. One may experience a really spiritual pleasure in a scenic vista. One may find that the intimacy of relationships formed on such excursions provides something memorable and of lasting value. One may find that one utilizes himself in a more complete and concentrated manner on such an outing and finds himself to function on a higher level. One may experience the humility of being amongst immense or beautiful surroundings. Maslow's ideas of growth and peak experience may be a factor of the attraction. One may be drawn to find out more about himself: physical, spiritual and emotional. There are many positive reasons to attempt such challenge and yet one must at the same time be aware of the constant risks they may be taking and weigh the value.

3. Goldhaber, Gerald M. and Goldhaber, Marilyn B., "The Euphoria of Accomplishment," from Transcational Analysis: Principles and Applications. Boston: Allyn and Bacon, Inc., 1976. pp. 124-129.

A crazy, almost overwhelming sensation, elation, rapture euphoria or psychic ecstacy are all used to describe the feeling. 'Psychologists say the feeling is multiplied in frequency and intensity - in high risk sports where nature is the opposition.'

Descriptions are related to varieties of sports demonstrating the effects of these 'peak experiences.'

Oglivie was asked if psychic ecstasy is what sports is all about. His reply, 'Not just sports. It's the frosting on the cake of life.'

Application to the Outdoor Situation

A. It is probably the main reason for participants taking up the high risk sports.
B. Its use in mental health could be phenomenal - if the experience can be attained.
C. It is possibly one reason why adventure sports have a good success rate with treating delinquents.
D. The outdoor situation, especially in awesome situations, seems to enhance the possibilities of such experiences.

4. Greenwald, Harold, "Play and Self-Development" from Ways of Growth: Approaches to Expanding Awareness... O-to, Herbert A. and Man, John (Eds.) New York, NY: Grossman Publishers, 1968. pp. 15-23.

Play is presented as a useful therapeutic method for breaking through defenses as well as a necessary adjunct to a creative and healthy life. It can be a respite from dullness and drudgery or tightly controlled routine. It has a restorative quality and helps to make life's problems and difficulties more easy to tolerate. It can allow one to change one's self-concept.

Stress and Fear

1. Mortlock, Colin. Adventure Education and Outdoor Pursuits. Ambleside, England: F. Middleton and Son, 1973.

This book is a short thesis type discussion of various aspects of Adventure Education. Basically it expounds the philosophy of education through fear as it corresponds to outdoor peak experience of education. Not only does the book cover various aspects of the philosophical background of Adventure Education, quoting such notable philosophers as Nietzsche, Derer and William James, but also covers such widely diverse topics as safety and skills, framework of adventure and the role of the educator in the Adventure Education process.

2. Department of Education and Science Safety. Safety in Outdoor Pursuits. Series #1, 1972.

"In unfamiliar situations, especially where there is an element of risk, some people easily take fright. An understanding but prompt and reassuring approach is necessary since even a single affected person can put a party at risk."

A British Safety manual of Outdoor Pursuits stating the safety policy to which the Department of Education and Science feels that all leaders of Outdoor Pursuits should adhere.

This publication is something of an anomaly from the point of view of the outdoor leader. Although very well organized and succinct, nevertheless, taken to its extreme, this publication would probably dispell any semblance of adventure. However, the value of the book is in its analysis of situations which the prospective leader may discover he needs to consider from a safety point of view.

3. Fear, Gene, "Psychological Stress," Surviving the Unexpected Wilderness Emergency. Tocoma, Washington: Survival Education Association, 1972. Pp. 33-50.

This chapter examines the importance of using our minds in survival situations. It discusses the theory that survival is a state of mind, and goes into the ideas of: (1) reactions to stress, (2) the psychological threat to life, (3) fear of the unknown, (4) fear of your own weaknesses, (5) fear of discomfort, (6) hopelessness and giving up, (7) recognizing fear in others, (8) suggestions for controlling fear, (9) using anger to overcome fear, (10) fear of being alone, (11) fear of animals, (12) fear of darkness, (13) fear of society,-(14) panic, (15) determination, (16) promises, (17) get-home-itis, (18) energy use and loss of energy , (19) fatigue (mental, emotional and sensory) and exhaustion, (20) positive thinking, and (21) resourcefulness.

The ideas contained in this chapter are vitally important for all outdoor leaders to be aware of and ready to react to at all times. Safety, first aid and survival knowledge are a moral and legal requirement for all outdoor group leaders, and the importance of using our minds in an emergency is a vital topic to be aware of in preventing and reacting to psychological problems.

4. Klausner, Samuel Z. (Ed.) Why Man Takes Chances. Garden City, NY: Doubleday, 1968.

A reason given for high risk activities is the development it can provide of the wholeness for the individual, not to conquer the mountain or this alone but oneself also.

The distinctions between the different kinds of stress are explained. The effects of stress and fear including arousal, emotional release, challenge and mastery and adrenalin highs.

Repetitive stress seeking seems to follow inherently from the nature of stress seeking. Differentiations are made between Risk and Danger, adventurerers being unwilling to take uncontrolled risks but some do require excessive danger.

Applications to Outdoor Leaders

A. Understanding the psychological aspects of fear, a burden for some - euphoria for others.
B. Relationships between peak or ecstatic experiences intensity and fear.

C. Possible use of eustress to combat distress in mental health.
D. Understanding the control of fear. As fear is a state of mind it is possible for students in adventure training to experience this in an environment of apparent danger rather than real danger. This may only need to be minimal, the dividing line between 'real' and 'apparent' danger is all too thin and is being crossed albeit unintentionally too many times. Instructors who are the contrivers of the fearful experience need to be of high calibre with maturity and experience to avoid overstepping the'line.' Adventure courses need to be carefully planned to help to avoid this.

## Counseling Theories

1. Corsini, Raymond J. and contributors. Current Psychotherapies, second edition. Itasca, IL: F.E. Peacock Publishers, 1979.

This book takes an extensive look at 13 approaches to psychotherapy: (1) Psychoanalysis, (2) Adlerian Psychotherapy, (3) Analytical Psychotherapy, (4) Person-Centered Therapy, (5) Rational-Emotive Therapy, (6) Behavioral Psychotherapy, (7) Gestalt Therapy, (8) Reality Therapy, (9) Experiential Psychotherapy, (10) Transactional Analysis, (11) Psychodrama, (12) Family Therapy, and (13) Human Potential.

Each chapter is written by a well known practitioner within the field covered, and includes:

I. An overview of basic concepts and other related systems.
II. A historical review of precursors, the beginnings of, and current status of the psychotherapy.
III. It's theory of personality, with specific concepts.
IV. Theory, process and mechanisms of psychotherapy.
V. Specific applications of problems, methods of evaluation, treatment procedures, and management problems and procedures.
VI. A case example presented in first person showing how the psychotherapy is used in practice.
VII. A summary.
VIII. Annotated bibliography of important related writings.
IX. Annotated case readings.
X. Other references.

This book is an excellent source of information on the psychotherapies included. Each chapter reviews it's topic in detail, yet they are interesting and easy to read.

2. Roberts, Thomas B. (Ed.), Four Psychologies Applied to Education: Freudian, Behavioral, Humanistic, Transpersonal. New York: John Wiley and Sons, 1975.

This book contains a collection of writings by psychologists and educators who practice and/or research within the four areas covered.

Freudian Psychology includes writings by A.S. Neill, Erik Erikson, Anna Freud, Carl Jung, etc., and includes articles such as: "School Grades and Group Therapy," "Excerpts from Fantasy and Feeling in Education," "Curriculum Development from a Psychoanalytic Perspective," "Freud and the Classroom," and "Understanding Others Through Facing Ourselves."

Behavioral Psychology includes articles such as: "Effects of Adult Social Reinforcement on Child Behavior," "Behavioral Self Control: Power

to the Person," "A Note About Resistance and Opposition," and "Programming Creative Behavior."

Humanistic Psychology includes writings by Abraham Maslow, Aldous Huxley and Carl Rogers, and contains such articles as: "Teaching for Personal Growth," "Some Educational Implications of the Humanistic Psychologies," "Education on the Nonverbal Level," "Toward a Theory of Creativity," and "Teacher Sensitivity: Affective Impact on Students."

Transpersonal Psychology includes such articles as: "Do You Have Your Dream for English?," "Intellectual Growth in Children and the Theory of 'Bioplasmic Forces'," "Education for Transcendence," "Ins and Outs of Mind-Body Energy," "Parapsychology and Education," "Fantasy and Imagination," "Transcendental Meditation and Its Potential Uses for Schools," and "Zen Meditation and the Development of Empathy and Counselors."

This book is a good source of further readings for those who are already familiar with the theory and practice of the psychotherapies included.

3. Harper, Robert A. Psychoanalysis and Psychotherapy - 36 Systems. Prentice-Hall, 1959.

In 182 pages, the author describes thirty-six psychotherapeutic theories and techniques. While this book gives only a brief look at each theory, the value of it lies in allowing a reader new to this topic to get a quick overall view of the variety of therapies in this field. Each chapter ends with a list of related selected readings which allows the reader to pursue further information on therapies of particular interest. Therapies covered include: Freudian psychoanalysis, twelve deviations in psychoanalysis (Adler, Jung, etc.), client-centered, psychobiologic, gestalt, hypnotherapy, experiential, conditioned reflex, psychotherapy by reciprocal inhibition, directive, general semantics, learning theory, assertion-structured, rational psychotherapy, psychodrama, analytic group therapy, group-centered, family therapy, and several other orientations.

Outdoor leaders who emphasize personal growth in their groups can use this book as a stimulus to think about their leadership style and practical methods, and to become aware of the variety of teaching styles and learning styles which others practice. He may wish to be able to adapt his style to the needs of his group, and this book examines 36 different systems.

4. Ohlsen, Merle M. Group Counseling. Holt, Rinehart and Winston, 1970.

This is a counseling textbook which has many ideas and techniques for outdoor leaders to consider.

Chapter 1 - "The Counselor" defines the counseling relationship, distinguishes between individual and group counseling, how group counseling differs from other group activities, and professional preparation.

Chapter 2 - "Goals for Group Counseling" discusses general goals, and evaluation and defintion of goals.

Chapter 3 - "Group Dynamics" discusses characteristics of effective groups, leadership, influence of group size, developmental phases in

groups, participation, open communication, congruence, and group self-study.

Chapter 4 - "Therapeutic Forces Within a Group" discusses commitment, expectations, responsibility, acceptance, attractiveness, belonging, security, tension, and group norms.

Chapter 5 - "Establishing a Group" includes introducing group counseling, the intake interview, selection of clients, and structuring and setting limits.

Chapter 6 - "Resistence" discusses ambivalence, the counselor's reaction to resistence, and coping with resistence.

Chapter 7 - "Transference discusses what is transference, implications for other relationships, eliciting transference, transference as a treatment model, and countertransference.

Chapter 8 - "Role Playing: A Group Counseling Technique" covers guidelines and standard roles to use.

Chapter 9 - "Difficult Clients" tells how to deal with people such as: The resister; the advice-giver; the dependent one; the submissive and/or other-controlled one; the silent and/or withdrawn one; the anxious one; the griever; the scapegoat; the socializer; the acting-out client; the hostile client; and the monopolist.

Chapter 10 - "Counseling Adolescents in Groups gives special advice for this age client.

Chapter 11 - is on "Counseling Children in Groups."

Chapter 12 - "Appraisal of Group Counseling" discusses how to define a problem, definition of the treatment process, the counselor as a treatment vehicle, goals for counseling, and criteria to use for problem definition and evaluation.

Each chapter includes a reference list of professional papers related to the ideas covered.

This book is recommended as an excellent intermediate level (between beginner and professional) source of ideas and techniques for outdoor leaders to use in solving social and emotional problems in their groups. This book is not recommended for the beginning outdoor leader, but is highly recommended for those with some experience in leading groups and who have some background in counseling or practical group problem solving.

5. Mitchell, Viola and Meier, Joel F. Camp Counseling. Saunders College Publications, 6th Edition, 1983.

This modern day classic on organized camp planning and leadership has a section on "The Camp Counselor's Role in Guidance" which contains much valuable information for outdoor leaders.

Chapter 4 - "The Camp Counselor" lists characteristics of a good counselor, self evaluations and general information.

Chapter 5 - "The Counselor on the Job" defines camp staff positions, relationships with staff, welcoming your group, safety, counselor-in-training programs, and other information.

Chapter 6 - "Counselors Understand Human Nature" discusses how we influence others, takes a look at human needs, mental health, development characteristics, basic emotions, campers as individuals, how learning takes place, learning about your campers, and the use of sociograms.

Chapter 7 - "The Counselor as Leader" discusses leadership, types of leaders, characteristics of a good leader, and leading group discussions.

Chapter 8 - "The Counselor's Role in Guidance" covers self concepts, suggestions for observing group behavior, counseling campers, how to use case studies.

Chapter 9 - "Some Problems You May meet" begins with a general introduction about people and mental health, then deals in depth on the problems of: (1) the camper who withdraws or evades, (2) the camper who responds with aggression, (3) homesick campers, (4) bed-wetting, (5) sex problems, (6) strong friendships, changing sex preferences, hero worship and crushes. The chapter ends with some additional tips for counselors.

Each chapter also contains a good source of additional readings on the ideas covered.

This section of the book is recommended as an excellent introduction to camp counseling and problem solving for outdoor leaders.

6. James, Muriel and Jongeward, Dorothy. Born To Win. Reading, Mass.: Addison-Wesley Publishing Co., 1971.

An excellent book on transactional analysis. The language is simple and concise. The concepts are easy to follow and the experiential type exercises make this a highly recommended resource. Indeed anyone interested in this aspect of counseling ought to be conversant with this publication. The book has a great deal to offer regarding the complexities of human personalities much of which is relevant to the outdoor leader.